

Excelsior Middle

212 Culp Street
Union, SC 29379

Grades 5-6 Elementary School

Enrollment 556 Students

Principal Michael Cassels 864-429-1725

Superintendent Dr. Thomas White 864-429-1740

Board Chair Dr. Wanda All 864-429-0746

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	42	44	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No

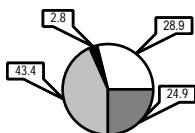
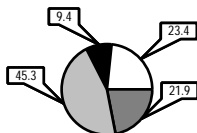
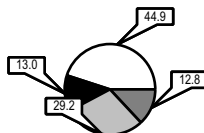
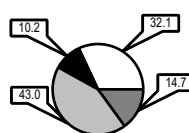
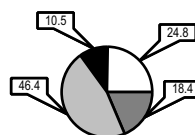
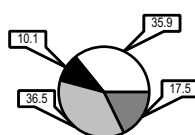
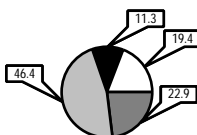
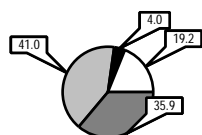
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	541	99.8	27.9	44.2	25.0	2.8	39.7	Yes	Yes
Gender									
Male	271	99.6	36.0	40.5	21.2	2.3	33.7		
Female	270	100.0	19.8	47.9	28.9	3.4	45.6		
Racial/Ethnic Group									
White	327	99.7	19.2	47.3	29.7	3.8	47.9	Yes	Yes
African American	211	100.0	41.5	40.1	17.9	0.5	26.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	428	100.0	20.7	45.5	30.2	3.6	46.4		
Disabled	113	99.1	56.1	39.3	4.7	0.0	13.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	541	99.8	27.9	44.2	25.0	2.8	39.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	541	99.8	27.9	44.2	25.0	2.8	39.7		
Socio-Economic Status									
Subsidized meals	339	99.7	34.9	46.2	17.7	1.2	30.6	No	Yes
Full-pay meals	202	100.0	16.5	41.0	37.0	5.5	54.5		

Mathematics – State Performance Objective = 36.7%									
All Students	541	100.0	23.1	45.5	22.0	9.5	47.5	Yes	Yes
Gender									
Male	271	100.0	25.7	41.9	20.4	12.1	47.2		
Female	270	100.0	20.5	49.0	23.6	6.8	47.9		
Racial/Ethnic Group									
White	327	100.0	16.4	44.3	26.7	12.6	56.9	Yes	Yes
African American	211	100.0	33.8	47.8	15.0	3.4	32.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	428	100.0	15.0	47.4	26.7	11.0	56.0		
Disabled	113	100.0	54.6	38.0	3.7	3.7	14.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	541	100.0	23.1	45.5	22.0	9.5	47.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	541	100.0	23.1	45.5	22.0	9.5	47.5		
Socio-Economic Status									
Subsidized meals	339	100.0	31.7	44.8	18.6	4.9	38.1	Yes	Yes
Full-pay meals	202	100.0	9.0	46.5	27.5	17.0	63.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	541	100.0	44.1	29.9	12.9	13.1	25.9
Gender							
Male	271	100.0	45.3	26.8	12.8	15.1	27.9
Female	270	100.0	43.0	33.1	12.9	11.0	24.0
Racial/Ethnic Group							
White	327	100.0	32.7	33.0	16.7	17.6	34.3
African American	211	100.0	62.3	25.6	7.2	4.8	12.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	428	100.0	35.7	33.3	14.8	16.2	31.0
Disabled	113	100.0	76.9	16.7	5.6	0.9	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	541	100.0	44.1	29.9	12.9	13.1	25.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	541	100.0	44.1	29.9	12.9	13.1	25.9
Socio-Economic Status							
Subsidized meals	339	100.0	55.8	28.0	9.5	6.7	16.2
Full-pay meals	202	100.0	25.0	33.0	18.5	23.5	42.0

Social Studies							
All Students	541	100.0	31.4	43.6	14.8	10.2	25.0
Gender							
Male	271	100.0	33.6	40.8	14.3	11.3	25.7
Female	270	100.0	29.3	46.4	15.2	9.1	24.3
Racial/Ethnic Group							
White	327	100.0	25.8	42.5	18.2	13.5	31.8
African American	211	100.0	40.6	45.9	9.7	3.9	13.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	428	100.0	23.8	46.9	17.4	11.9	29.3
Disabled	113	100.0	61.1	30.6	4.6	3.7	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	541	100.0	31.4	43.6	14.8	10.2	25.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	541	100.0	31.4	43.6	14.8	10.2	25.0
Socio-Economic Status							
Subsidized meals	339	100.0	38.7	44.8	11.3	5.2	16.5
Full-pay meals	202	100.0	19.5	41.5	20.5	18.5	39.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	277	100.0	22.3	54.7	22.3	0.7	23.0
	6	281	98.6	34.2	45.7	19.0	1.1	20.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	99.7	24.8	44.9	29.2	1.1	30.3
	6	258	100.0	31.3	43.0	20.9	4.8	25.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	277	100.0	25.9	49.6	16.1	8.4	24.5
	6	281	98.9	28.5	47.4	18.1	5.9	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	100.0	26.9	50.2	13.8	9.1	22.9
	6	258	100.0	17.7	41.0	31.3	10.0	41.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	100.0	43.6	30.2	13.1	13.1	26.2
	6	258	100.0	45.0	28.9	12.9	13.3	26.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	283	100.0	29.5	47.3	15.3	8.0	23.3
	6	258	100.0	33.3	39.4	14.5	12.9	27.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable

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I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 556)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.7%	Down from 3.0%	3.2%	3.0%
Attendance rate	95.8%	Up from 95.1%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.8%	Down from 13.8%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%	Down from 10.7%	3.7%	3.2%
Eligible for gifted and talented	0.0%	Down from 19.6%	12.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.7%	Up from 19.4%	9.5%	8.2%
Older than usual for grade	2.0%	Up from 1.9%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.5%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	53.8%	Down from 54.1%	52.9%	52.6%
Continuing contract teachers	79.5%	Down from 89.2%	85.7%	83.3%
Highly qualified teachers	94.6%	Up from 88.2%	93.9%	93.5%
Teachers with emergency or provisional certificates	7.9%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	84.9%	Down from 86.0%	87.8%	87.0%
Teacher attendance rate	95.4%	Down from 95.6%	95.0%	95.0%
Average teacher salary	\$40,135	Up 2.1%	\$41,528	\$41,703
Prof. development days/teacher	11.9 days	Up from 8.9 days	12.8 days	12.8 days
School				
Principal's years at school	11.0	No change	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.4 to 1	18.8 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.7%	89.7%	89.8%
Dollars spent per pupil*	\$4,947	Down 6.8%	\$6,094	\$6,242
Percent of expenditures for teacher salaries*	68.7%	Down from 69.7%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Up from 98.2%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Excelsior Middle School, our motto is Exploring Today and Leading Tomorrow. Our dedicated staff supports this motto by challenging our students daily with strong instruction and high expectations. Our teachers support the students as they transition from elementary school into a completely new environment on our campus. Our staff works daily to foster leadership skills, respect for others, and a positive attitude to prepare our students for a successful future.

2004-05 was a very productive year. Our students continued to make improvements in test scores in all areas, except for a slight drop in 6th grade ELA scores. Our school continued to participate in the district initiative of MAP testing to monitor student academic growth over the school year. Our teachers are excited about this initiative to assist them in targeting the instructional needs of students. The SRA Corrective Reading Program funded by an EIA grant was implemented in below basic ELA classes in 2004-05. This program has shown effectiveness for all student populations. Our teachers continue to expand their knowledge of research-based strategies and curriculum development by participating in various continuing education courses and workshops.

Students and faculty continue their strong support for Relay for Life with numerous fundraising events and sponsored the Third Annual Cow Patty Festival. Other efforts supported Quarters for Cure, Red Cross Pennies Drive, YMCA fundraising, and the Annual Christmas Can Drive for the Salvation Army.

This year we received over \$17,000 in teacher-initiated grants. Grants helped enhance our academics, our arts programs, and our school environment. The 21st Century After-School Program Grant for \$75,000 provided remediation for students to impact student achievement. Our business partners have been very helpful with our academic programs and include Milliken's Excelsior Plant, SC DJJ Upstate Evaluation Center, Clemson Extension, and many other individuals in various businesses and organizations. A grant from International Paper helped us organize the first Excelsior Explorer International Day in spring 2005.

The accomplishments of our students and staff are to be commended. Our school was named a "Red Carpet" school by the SC Department of Education for outstanding customer service. Numerous students won recognition in poetry anthologies. Our staff completed an intensive state initiative, the Middle School Project, to develop a comprehensive research-based five-year plan for academic improvement. We also established a chapter of the National Junior Beta Club for our academic achievers.

Our ongoing focus is to continue improvement in student achievement and to improve our percentage of Advanced PACT scores. For 2005-06, other goals include SACS accreditation and becoming an Arts in Basic Curriculum site as recognized by the Kennedy Center for Performing Arts.

Michael D. Cassels, Principal
Freddie Gault, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	229	148
Percent satisfied with learning environment	94.9%	76.8%	86.2%
Percent satisfied with social and physical environment	89.7%	73.3%	80.0%
Percent satisfied with school-home relations	81.6%	88.7%	59.3%

*Only students at the highest elementary school grade level at this school and their parents were included.